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ABSTRACT

The aim of this guide is to help youth services workers in New South Wales (Australia) develop and implement their own access and equity policy for their organizations. The focus is on addressing the access barriers to young people from a non-English speaking background, but many of the issues, strategies, and processes discussed are applicable to other groups of young people, especially those from minority groups. The Australian Federal Government has developed social justice and access and equity strategies to ensure that all Australians receive equal treatment and an equal share of resources to which they are entitled. The policy developed by the Youth Action and Policy Association, Inc., serves as an example to organizations needing to develop policies. Specific advice is offered for developing the background for the access and equity policy and writing the policy. A sample action plan is included, and 59 organizations, individuals, and publications are listed for further information. (SLD)

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Access and Equity Guide

for services working with young people

how to develop and implement your own A&E policy

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produced by the Youth Action and Policy Association (YAPA)
and the Multicultural Development Project, Botany Migrant Resource Centre

The 'Access and Equity Guide for Services Working with Young People' was a joint project between the Youth Action and Policy Association NSW Inc (YAPA) and the Multicultural Development Project (MDP) based at Botany Migrant Resource Centre Inc.

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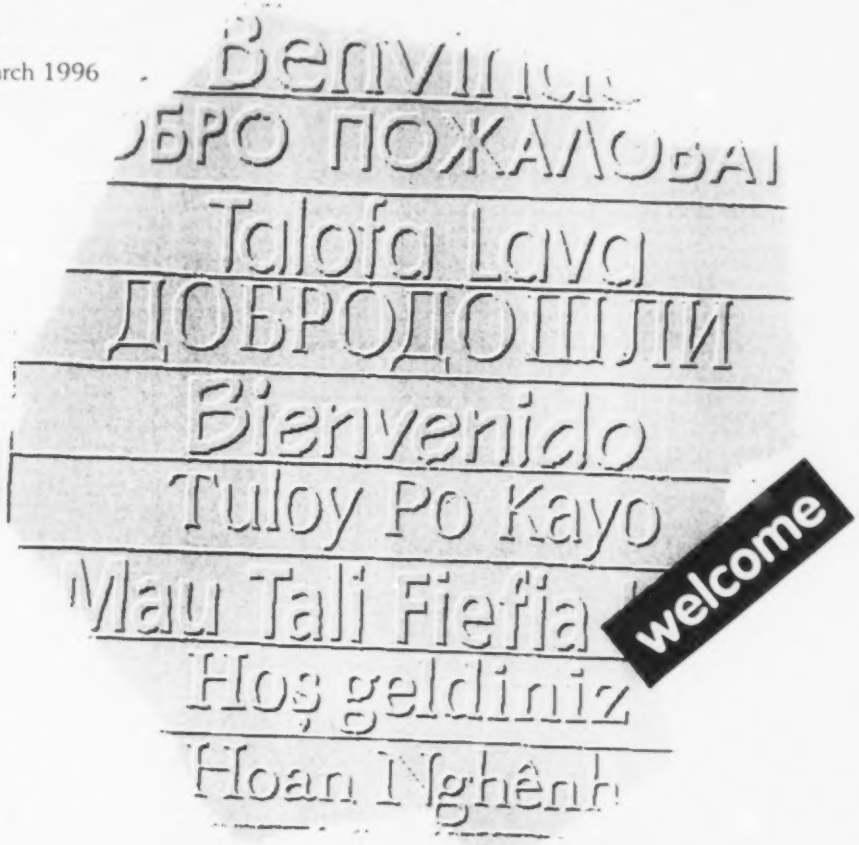

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PREFACE

This 'Access and Equity Guide for Services Working with Young People' focuses specifically on addressing the access barriers facing young people from a non-English speaking background (NESB) as the development of the guide was contingent upon funding and links between YAPA and the ethnic sector. In 1994, YAPA was granted funds from the Department of Immigration and Ethnic Affairs for a NESB Youth Development Project while the Botany Migrant Resource Centre received funding from the Department of Community Services to auspice the Multicultural Development Project.

It is acknowledged that many of the issues, strategies and processes mentioned in this guide are also applicable to other groups of young people in society such as indigenous young people, young people with disabilities, young women, and gay and lesbian young people, who also face barriers in accessing services. However, it was not appropriate or feasible for the authors, who mainly possessed knowledge and skills in working with the ethnic sector, to adequately address these other areas.

It is hoped in future this guide will provide a starting point for YAPA, in partnership with relevant services and groups in the community, to produce similar resources for the youth sector to ensure that *all* young people receive a 'fair go and fair share'.

AIM OF THIS GUIDE

The aim of this guide is to assist youth services to develop and implement their own Access and Equity (A&E) policy for their organisation.

The guide;

1. explains what Social Justice and what Access and Equity is and why it is important for youth services;
2. helps services identify policy gaps and access barriers within the organisation in relation to NESB young people, and;
3. assists with the development of a policy and action plan by providing examples of practical strategies to address identified barriers and gaps.

As it is essential for each organisation to develop and 'own' their Access and Equity policy, the objectives and strategies provided in this booklet are intended as a guide or 'sample' only.

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GOVERNMENT POLICY

The Federal Government's 'Social Justice' and 'Access and Equity' strategies were developed to ensure that all Australians receive a 'fair go and fair share' of services and resources they are entitled to.

What is Social Justice?

The Federal Government's Social Justice Strategy was developed in recognition of social inequality between groups of people based on inadequate income, disability, race, location, gender, sexual preference and age. The policy ensures *all* people are able to participate fully as citizens in the economic, social and political life of Australia.

The Social Justice Policy was developed around the four principles of Access; Equity; Equality; and Participation which will be defined later in this guide.

What is Access and Equity?

The Access and Equity (A&E) Strategy was first introduced in 1985 as a fundamental part of the federal Government's Social Justice Strategy. The 1985 policy specifically focused on the issues confronting people from a non-English speaking background. In 1989, the A&E Strategy was formally extended to include people from Indigenous backgrounds. The double disadvantaged faced by women and people with disabilities was also highlighted. In 1996, the government announced the development of a 'Charter of Public Service in a Culturally Diverse Society' to ensure and assist government departments and agencies to meet the needs of all Australians.

The current NSW government ethnic affairs policy is the 'Building on our Cultural Diversity' White Paper launched in late 1996. The policy contains an 'Ethnic Affairs Action Plan 200' which builds upon the previous 'Charter of Principles for a Culturally Diverse Society'. Legislation (Ethnic affairs Commission Amendment Act 1997) also now exists to improve monitoring of government departments to ensure access and equity requirements are met.

Access and Equity aims to ensure that all Australians, regardless of racial, religious, cultural or language backgrounds enjoy full access to services they are entitled to.

Access and Equity is *not* about special services for people of NESB. Access and Equity is about identifying and removing barriers which prevent people from knowing, using and participating in a service and ensuring that the services' resources are fairly and justly distributed among all eligible clients.

Implementing Access and Equity should be seen as an integral part of service delivery, not an

'extra' responsibility on top of existing workloads and practices.

Further, implementation of access and equity should *not* be contingent on obtaining additional resources (both human and financial) even though some strategies may indeed involve seeking extra funding for ethnic workers, translations and interpreters etc. As Access and Equity involves the fair distribution of resources, in the case where there are no extra resources available, implementation will therefore necessitate the *redistribution of existing resources*.

Access & Equity simply means

'fair go, fair share'

for all

What is the difference between Social Justice and Access & Equity?

Access and Equity is a part of the overarching policy of Social Justice. The Social Justice Strategy encompasses broad factors contributing to social inequality such as inadequate income, disability, gender, and race.

Access and equity specifically focuses on barriers related to race, religion, language and culture that is, discrimination and disadvantages faced by people from a non-English speaking background.

What is an Access Barrier?

Barriers in this context, refers to limitations within a service's policies, staff or structure which prevent or make it difficult for certain groups of people to know about, use and participate in a service. Barriers can be obvious such as racism, distance or cost. Barriers can also be subtle such as young people not being aware of the existence of a service. People from ethnic communities may be unfamiliar with or hold misconceptions about the role and nature of community services (particularly if such services did exist in their home country), requiring information outreach and community education strategies to increase access.

Barriers for NESB young people are based on race, language, culture and religion. What is essential to note is the barrier is located with the service, *not* with the client. For example, a newly arrived refugee young person with little or no English language skills may find it difficult accessing a youth counselling service however, it is the responsibility of that service to ensure that staff know how to use an interpreter or, be able to confidently refer to ethnic workers in their local community who may be more appropriate.

'Cultural' barriers refers to the misunderstanding and confusion that can occur between people from different cultures due to different values, expectations and experiences. The way in which one culture displays respect, politeness or affection may appear strange or even offensive to another culture. On a broader level, culture can also refer to the 'culture' of an organisation or a social structure such as the legal or education system.

What do these policies mean for community-based youth services?

In response to Federal and State government Access and Equity policies, all Government departments are required to report on and demonstrate access and equity implementation.

Consequently, it is the responsibility of all government departments to ensure and monitor that the services they fund also develop and implement Access & Equity strategies in the planning and delivery of services.

Hence, it is the responsibility of all government funded community services to comply with this funding requirement by ensuring their service is available to all young people, regardless of racial, religious, cultural or language background.

So then, what do the four principles of social justice and access and equity mean for community-based services, and how can we respond?

Access *'Fair and equal access to quality services ie. 'fair go''*

Which means community services plan, manage, deliver and promote their services in a way that is welcoming and accessible to all members of the community. Delivery of services need to take into consideration the different cultural and linguistic characteristics that exists within a community

Equity *'Fairness in the distribution of resources and power ie. 'fair share'*

Which means community services need to ensure that resources such as information programs and funds, should be allocated according to need.

Equality *'Equal, effective and comprehensive civil, legal and industrial rights for all'*

Which means community services recognise and address the right of all people to receive quality and appropriate services. It is also the right of all members of the community to expect freedom from both direct discrimination and indirect discrimination.

Participation *'The opportunity to participate fully in personal development, community life and decision making.'*

Which means community services need to ensure that all people have the opportunity to participate in services. This includes participation in decision making processes (such as management committees) and meaningful consultation about services provided. Services should be provided for those in need.

This section was adapted from Grace Leotta's 'Access and Equity—Policy Development' notes.

YAPA'S RESPONSE

The Youth Action and Policy Association Inc NSW (YAPA) was established in 1990 as an organisation for youth workers and young people (aged 12-25 years).

As a state wide youth service, YAPA recognises the need and responsibility of the organisation itself, as well other services working with young people, to implement The Federal and State government's Social Justice and Access and Equity policies to ensure that *all* young people receive a 'fair go and fair share' of resources they are entitled to.

As a result, YAPA has developed an Access and Equity policy and implementation plan which contains the following 'Statement of Intent'

YAPA
Social Justice and Access & Equity
Statement of Intent

The Youth Action and Policy Association Inc. NSW (YAPA) defines young people as being between the ages of 12-25 years. This definition is used by most youth services within the community services sector and government.

YAPA supports and implements the Federal government's Social Justice and Access and Equity Strategy. Accordingly, YAPA believes that the organisation itself, government departments and government funded community services have the responsibility to ensure that all young people, and for the purposes of this policy, young people from non-English speaking background (NESB), receive equal access to services and an equitable distribution of resources which they are entitled to.*

YAPA believes that young people as a whole, are a disadvantaged group in society in terms of having the power to determine or influence decisions which affect their lives. Young people experience social inequality based on age and status which prevent them from:

(a) receiving an equitable distribution of resources,
(b) knowing and exercising their rights, and
(c) fully participating in the economic, social and political activities of society.

The distribution of resources to young people and society's perception and subsequent treatment of young people is in general unjust and undemocratic. Those few resources which are available, are again disproportionately distributed among young people, with young people from a lower socioeconomic background receiving less. Within this section of society, certain groups of young people face further disadvantage based on race, location, gender, disability, and sexual preference.

In the pursuit of social justice, YAPA is committed to achieving a fairer and more just and prosperous society for all young people. This involves striving for the equitable distribution of resources and opportunities for decision-making for all young people within government, YAPA services, youth and community services and society in general in NSW.

As part of the organisation's broad social justice strategy, YAPA recognises and is addressing the particular barriers experienced by young people from non-English speaking background (NESB) which prevent them from enjoying equal access to services and a fair share of resources. In achieving greater access and equity for NESB young people, YAPA

acknowledges and is an advocate for the removal of institutional barriers based on race, culture, beliefs, religion and language. YAPA also believes that NESB young people are entitled to a fair share of the resources available, as people now.

YAPA'S commitment to access and equity is reflected in the development of an internal policy and implementation plan which guides the planning, delivery, and evaluation of YAPA services. The internal A&E policy has been adopted as a principle policy of the organisation for which all other policies are contingent upon and must be consistent with. The policy is currently being implemented and is monitored through an annual planning and evaluation process.

Note

Like the policy guide, YAPA's Statement of Intent only focuses on NESB youth issues as its development was contingent upon funding and links between YAPA and the ethnic sector. However, it is envisaged as part of YAPA's broader social justice commitment, similar policies will be developed in future to address access and equity issues affecting young women, young people from Indigenous background, young people with disabilities, young people living in rural and isolated areas, and gay and lesbian young people.

DEVELOPING THE BACKGROUND FOR YOUR ACCESS AND EQUITY POLICY

Key Points about Implementing Access and Equity

Before you start writing your policy, here are some key points to consider about what it means to implement access and equity in your service.

No Substitute for Action!

Developing a policy is useful to *guide and coordinate* action within an organisation. A policy clearly states why something is being done, *how* it will be done, *who* is responsible for doing it, by when, and, whether doing it *achieved* the desired outcome.

Like all policies, an Access and Equity policy is useless unless it is actually implemented. A policy document in itself does not substitute for nor constitute action. Implementing a policy is a dynamic and active process which means regular monitoring and evaluation of strategies in terms of:

- *What is being monitored*: ie strategies to achieve outcomes such as outreach activities, community consultation, cross cultural training for staff
- *How will strategies be evaluated*: ie performance indicators such as client profiles, program and financial outcomes
- *Who is responsible and by when*: eg annual staff and management review and planning days, client feedback.

Relevance

For an Access and Equity policy to be relevant, supported and implemented by an organisation, youth services need to develop their own individual policy which is appropriate to the particular needs and circumstances of the local community and the service itself.

Coordinated, Integrated Approach

Implementing Access and Equity should be seen as an integral part of service delivery, not an 'extra' responsibility on top of existing workloads and practices.

As the principles of Access and Equity affect every level of service delivery and operation, it should be adopted as a fundamental policy for the organisation for which all other policies are contingent upon and must be consistent with. For this reason, it is essential that development and implementation of the policy involve an integrated approach by *all* staff, management and volunteers.

Services need to ensure the whole 'culture' or structure of the organisation changes and becomes more accountable to the needs of young people from non-English speaking background (NESB), not just certain sections or projects within the organisation which may have a designated 'ethnic' or 'multicultural' focus. While ethno-specific or multicultural projects can indeed be an effective strategy for improving access and equity for NESB young people, a danger can exist where projects and clients may be marginalised from the rest of the service as they can be perceived as the definitive solution to access and equity. Another common problem is for the NESB worker and the organisation to direct all multicultural issues to that position which overburdens the worker and relieves the organisation of its responsibility to access and equity.

Resource Allocation/Re-allocation

Implementation of access and equity should not depend on obtaining additional resources (both human and financial) even though some strategies may indeed involve seeking extra funding for ethnic workers, translations and interpreters etc. As Access and Equity involves the fair distribution of resources, in the case where there are no extra resources available, implementation will therefore necessitate the *redistribution of existing resources*. Distribution of resources should be based on need as identified by the service's needs based planning process, remembering that level of need among groups of young people is not always defined by greater numbers.

Training

Implementing Access and Equity is about identifying and removing barriers which prevent NESB young people from knowing, using and participating in a service and ensuring that the service's resources are fairly and justly distributed among all eligible clients. Access and Equity is also about ensuring that staff, management and other personnel acquire the knowledge and skills to feel confident and capable of working with NESB young people.

Remember, access and equity is not about being able to speak or understand another language or culture. With over 100 different cultural groups living in NSW that would be impossible! Access and equity is about staff and management having the skills, knowledge and confidence to be able to deliver a service to anyone, regardless of their cultural background by utilising existing networks and resources.

Identifying Gaps and Barriers in Your Service

Before developing an A&E policy, you will need to ask yourselves the following questions to help identify gaps and barriers in your service.

Policies & Procedures

Does your organisation's Constitution state a commitment to Social Justice and Access and Equity principles? Yes ☐ No ☐

Does your organisation have a written Access and Equity policy? Yes ☐ No ☐

Does your organisation have a working Policies and Procedures manual? Yes ☐ No ☐

Employment & Recruitment of Staff

Does your organisation have a written EEO policy? Yes ☐ No ☐

Do job contracts/descriptions of all workers refer to the need to integrate Access and Equity strategies as part of their overall work practice? Yes ☐ No ☐

Management Committee

Are your management committee members representative of the community and include members of the 'target group'? Yes ☐ No ☐

Training

Do management receive training on cross cultural and access issues? Yes ☐ No ☐

Do staff receive training on cross cultural and access issues? Yes ☐ No ☐

Needs Analysis / Needs-based Planning

Does your organisation have up-to-date information on the composition of the community? Yes ☐ No ☐

Has your organisation conducted a 'needs analysis of young people of a NESB in the community? Yes ☐ No ☐

Service provision

Do workers' actively target young people of a NESB in their work plans? Yes ☐ No ☐

When developing programs are young people of a NESB consulted to identify their needs? Yes ☐ No ☐

Are resources (human and financial) allocated to making the service more accessible? Yes ☐ No ☐

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Planning & Evaluation

Does your organisation hold a planning/evaluation day yearly? Yes ☐ No ☐

Are client record data, and community needs analysis profiles addressed in the planning/evaluation process of the service? Yes ☐ No ☐

Networking & Community Development

Do members of the organisation attend migrant inter-agencies/forums? Yes ☐ No ☐

Do you regularly liaise and network with local relevant ethnic community groups, organisations and NESB parents? Yes ☐ No ☐

Promotion

Does your service provide accessible and appropriate information—for example, posters, signs, pamphlets—in community languages? Yes ☐ No ☐

Data Collection

Does your organisation record the cultural and linguistic backgrounds of people who use the Centre? Yes ☐ No ☐

This exercise will give you a profile of how accessible and equitable your service's policies and practices are. The gaps will provide a starting point for the A&E policy by guiding what objectives and strategies need to be developed to address these barriers. This profile should be presented to other staff and management members for comments and feedback.

WRITING YOUR A&E POLICY: STEP BY STEP

What is a policy?

> *'... a general statement or understanding which guides our thinking in decision making, and leads to action by organisation members. Policy ensures that decisions fall within certain boundaries*
>
> Koontz & Weihrich

A policy can be an idea, a written statement, a 'legitimate authority', and a guide to action. However, above all else, a policy is a process that is linked to planning and the overall management of an organisation.

Step 1 | Form an A&E Committee

The A&E Committee should ideally consist of:

- Members of management
- Staff
- Client Group representatives
- NESB young people (either as members or through consultation)

The aims of the committee are three-fold:

1. To review existing policies of the organisation, set terms of reference, define aims and objectives and to ultimately design and write the policy.
2. To identify the gaps within the service which act as barriers to young people of a NESB. The questions presented in this booklet can be used as a starting point.
3. To ensure that all members of the organisation are included in each stage of the policy process.

Step 2 | Gather information—Know your target group

Collect, collate and review relevant community profiles, statistical data, and reports on issues that affect NESB young people in your local area. Form a demographical profile showing numbers, needs, cultural background and relevant services and groups (see appendix for sources of information). Also note gaps where little of no information is available.

Discuss with staff to identify whether young people of a NESB are using the service, and if not, what problems are being encountered.

Step 3 Present information back to staff and management

It is important that all staff and management are made aware of the needs and issues affecting NESB young people in the local community as identified by the above process. Staff and management may need to prioritise issues identified by the above process, keeping in mind the service's human and financial resources.

Step 4 State the service's objectives

- Who is the target group?
- What does the centre want to achieve in a realistic and measurable sense?
- How will this be achieved, by when and by whom?

Step 5 Develop Strategies to achieve each objective

How will the objectives be achieved?

See Sample Plan in this guide for examples of strategies to address access barriers

Step 6 Allocate Responsibility for Tasks and Resources

Develop an action plan for the implementation of the service's A&E policy which includes details of;

- the specific tasks to be undertaken
- who is responsible for carrying out each task. This will need to be done in consultation with staff and management
- a time frame for the completion of each task
- allocate resources (human and financial) required ie in staff work plans and budget

Step 7 Evaluation and Review

Develop a mechanism for evaluating the centre's performance against the stated objectives which includes;

- how the strategies will be assessed
- when the assessment will occur
- a process for reviewing the A&E policy.

General design and layout of the Policy

Give a background/context of the A&E policy

Provide a statement of intent that outlines the reasons why your service feels it is important to target young people of a NESB in your local community. This statement may refer to demographic information or report findings.

Develop the 'Statement of Intent'

This Statement of Intent or Policy Statement should refer to or reflect relevant Government policy. Define Access and Equity and how it applies to your service. State the broad aim or 'vision' of your service in terms of achieving greater access and equity for NESB young people.

Develop Action Plan

This Implementation or Action Plan outlines how, by who and when the policy will be achieved. It will include:

- Objectives
- Strategies
- Responsibility
- Outcomes
- Time frame
- Evaluation/monitoring process

SAMPLE ACTION PLAN

Note: This sample action plan is intended as a guide only. The strategies outlined here are by no means comprehensive or definitive. For an access and equity policy to be relevant, services need to develop and 'own' their individual policy which incorporates the particular needs of the local community and the service itself. Policies are only effective if they are implemented, regularly monitored and evaluated, and modified where necessary. That is, policies need to be 'living' or dynamic documents.

1. POLICIES & PROCEDURES

Objective 1: That the service develop a general organisational Policies and Procedure's Manual that includes an implementation and evaluation plan.

Strategies	Responsibility	Time Frame	Outcomes
To review the organisation's constitution and aims and objectives to ensure that the principles of Access & Equity are incorporated.	Mngt/staff		
To develop a Policy and Procedures manual that includes policies such as: A&E, EEO, User's Right Policy, Unpaid Workers' Policy, Grievance Policy etc. For the manual to also incorporate an implementation and evaluation plan.	Mngt/staff		
That this manual be centrally located and accessible to all management and staff	Mngt/staff		
That all staff and management, particularly new members, receive an orientation to this manual.	Mngt/staff		

Objective 2: That an Access and Equity policy be developed and used as the principle policy for which all other policies refer to and are contingent upon.

Strategies	Responsibility	Time Frame	Outcomes
That an Access and Equity 'Statement of Intent' be developed stating a commitment to access and equity, cultural diversity and anti-discrimination	A&E Committee		
That the A&E policy incorporate positive statements in relation to: • participation of people of a NESB on Management Committee • provision of translated information • network and liaison with ethnic workers and agencies • training on A&E and cultural sensitivity	A&E Committee		
To develop an evaluation mechanism that is part of the policy document to ensure they are appropriate and workable.	A&E Committee	Annual planning & Evaluation Day	

2. MANAGEMENT COMMITTEE

Objective: To ensure that NESB youth issues are represented and that members on management are representative of the community.

Strategies	Responsibility	Time Frame	Outcome
To encourage workers or representatives of the NESB community to join the management committee	staff/management		
That at least 2 people representing the issues for young people of a NESB be recruited on Management.	staff/management		

That management establish an Access and Equity Committee involving members of management and staff to oversee the development, implementation and monitoring of an A&E policy in the service	management

3. TRAINING

Objective 1: That all staff and management understand social justice and access and equity principles and practices and feel competent and confident in working with NESB young people

Strategies	Responsibility	Time Frame	Outcome
1 (a) That resources be allocated from the service's budget to provide training for staff and management.	Mngt/Coord	Twice a year and then ongoing as required (eg new staff)	
(b) That all staff, volunteers and management allocate at least 2 days to attend training			
(c) That Staff, Volunteers and Management attend training on; • access and equity (to include needs based planning, policy development and strategies) • cross cultural sensitivity/cross cultural skills • anti-discrimination legislation			
2. To train staff in the use of interpreters through the Translating and Interpreter Service (TIS) and face to face interviews. (TIS can usually come out to the centre and do training)	Coordinator/ staff	Once and then ongoing as required	

4. COMMUNITY DEVELOPMENT

Objective 1: To develop and maintain relationships with relevant ethnic organisations and individuals to resource the service's work with NESB young people

Strategies	Responsibility	Time Frame	Outcomes
Find out what groups, services, organisations peak bodies, interagencies exist which relate to NESB young people and NESB communities	staff		
Visit individual organisations to introduce your Centre, and to exchange information on access strategies for young people of a NESB eg ask to attend staff meetings of other organisations.	staff		
Provide information to promote your service to young people from NESB in existing local newsletters eg Migrant Resource Centre newsletter.	staff		
Attend networks such as migrant interagencies and other relevant migrant forums to network and participate in activities	staff		
Invite members of target group to join the management of the Centre	staff/management		
Undertake joint activities with other services such as your local migrant resource centre, ethnic workers etc	staff		

5. SERVICE PROVISION—NEEDS ASSESSMENT, PLANNING AND EVALUATION

Objective 1: To identify accurately the major issues and cultural groups in the local area
Objective 2: To respond appropriately to the identified needs of the NESB community and to plan and provide programmes appropriately

Strategies	Responsibility Time Frame Outcomes
Obtain data on NESB young people from your local Council, Australian Bureau of Statistics, relevant government departments, and local services, to do an assessment of the area. Some Councils have a Social Plan.	staff
Contact a 'peak' or state-wide organisation, such as YAPA or the ECC to utilise their resources eg reports, networks, directories.	staff
Contact your interagency or other forums for relevant material or studies on the local needs of young people of a NESB	staff
Link in with other ethnic agencies, such as the Migrant Resource Centre to undertake joint consultations with NESB young people, eg: • Run a consultation/focus groups with young people to identify their needs • Conduct a survey within the schools to identify their needs and to also promote your service	staff
That this needs analysis is incorporated into the general planning and evaluation process of the service which includes the allocation of human and financial resources	staff/mngt
Inform and promote your service to parents and/or guardians of NESB young people eg translated pamphlets, holding 'open days' for parents using interpreters or bilingual workers.	staff/mngtt

The client profile of a service should be compared against the youth profile in the local area in order to determine which groups in the community need to be better targeted.

Note 1: Data Collection on Ethnicity

Some data available on NESB young people is based on 'place of birth' which means second or third generation NESB young people are not accounted for. Data collection based on 'language other than English spoken at home' gives a more accurate profile of NESB young people

Note 2: Definition of Needs

Need should not be interpreted in terms of just numbers. When accessing need of NESB young people, services should take into account the length of residency in Australia, level of English language proficiency and level of social and welfare infrastructure available to the community.. The broad categories of NESB young people are: refugees; emerging communities; newly arrived migrants; long-standing ethnic communities (length of residency). Some groups may also face specific issues which require urgent attention such as homelessness and juvenile justice.

6. PUBLICITY/PROMOTION

Objective: To maximise the effective promotion and publicity of programmes and services to young people of a NESB

Strategies	Responsibility	Time Frame	Outcomes
Define the aims of particular publicity programmes (eg create awareness, increase usage, motivate people, or influence attitudes/behaviour) and target audience eg young people, parents	staff		
Consult widely with relevant ethnic organisations to check relevance/ appropriateness of the publicity programme	staff		
Test the message on a sample target group to ensure its purpose and clarity	staff		
Anticipate the effect of the publicity on the organisation—ensuring resources are available to respond appropriately	staff		

Use a variety of publicity to ensure the success of the programme, (eg ethnic radio, television, newspapers, multilingual pamphlets/posters, face-to-face information, migrant interagencies, bilingual and ethnic workers, etc	staff
Regularly monitor and review the publicity programmes	staff
Erect or include Promotional material ie Welcome in different languages to encourage young people of a NESB to use the Centre	staff
Translate your Centre's pamphlet in relevant languages. Or alternatively, if translation is too expensive, list the different languages on the pamphlet and indicate that: 'if you speak any of these languages, we can provide interpreting. However, you need to ensure that staff have received interpreter training with TIS.	staff

7. DATA COLLECTION

Objective: For the service to develop a data collection system as a tool to measure and evaluate Access and Equity strategies and to incorporate the information gathered into service planning and evaluation.

Strategies	Responsibility	Time Frame	Outcomes
Develop a data collection system for the service which includes recording the ethnicity of clients where possible. For example for phone enquiries, drop-in and holiday activities.	A&E Committee		
That the data collection system be trialed for 2 weeks, evaluated and retrialed until an appropriate and efficient system is developed.	staff		

That the data collection system be used regularly or at strategic periods eg during holiday activities, or quarterly, to gain a client profile of the service as well as monitor implementation of A&E strategies.	staff
Data to be collated, analysed and findings reported to staff and management for incorporation into service planning and evaluation process.	A&E Committee

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RESOURCES

For Statistical and Demographical Information:

LOCAL GOVERNMENT AREA YOUTH PROFILES (Office of Youth Affairs) — Statistical profiles of young people in every LGA in NSW have been compiled based on 1991 Census material and relevant government departments. Profiles cover a range of issue areas—for example: ethnicity, employment, income support, health and so on. Available from the Government Information Service phone (02) 9743-7200 for $14 plus postage. If not available, call YAPA on (02) 9281-2344.

YOUTH WORKER OR ETHNIC COMMUNITY WORKER AT YOUR LOCAL COUNCIL — Some Councils have a social plan—for example, Youth Needs and Issues of Concern, Fairfield Community Plan, Kevin Maloney, Fairfield City Council. 1995.

AUSTRALIAN BUREAU OF STATISTICS — Most information available is based on Census of Population and Housing data. Phone (02) 9268-4611 or fax request to (02) 9268-4668.

DEPARTMENT OF SCHOOL EDUCATION — Information Management Unit. For information relating to state school students phone (02) 9561-1000.

DEPARTMENT OF COMMUNITY SERVICES — Contact your local District Centre, under 'Community Services' in white pages or Strategic Policy & Planning Directorate phone 9716-2635

NSW BUREAU OF CRIME STATISTICS AND RESEARCH — phone (02) 9231-9190.

DEPARTMENT OF EMPLOYMENT, EDUCATION AND TRAINING — For employment/ labour market statistics, contact your local Commonwealth Employment Service (CES) or Youth Access Centre (YACS), or the Economic Policy Analysis Division phone (06) 240-8698.

NSW HEALTH DEPARTMENT — Statistical information available from the Australian Bureau of Statistics (ABS) phone (02) 9268-4611 or at the Health Information Service located at the State Library phone (02) 9230-1414.

COMMONWEALTH DEPARTMENT OF HEALTH AND FAMILY (NSW Office) — 'Regional Needs Analysis' (for 14 regions in NSW) are available free from Strategic Development Group phone (02) 9225-3925.

DEPT OF IMMIGRATION AND MULTICULTURAL AFFAIRS — phone (06) 264-3395 Research and Statistics Branch (previously Bureau of Immigration & Multicultural Research)

DEPARTMENT OF IMMIGRATION AND MULTICULTURAL AFFAIRS — Settlement Planning Information phone (02) 9219-7869.

DEPARTMENT OF JUVENILE JUSTICE — Juvenile Crime Index phone (02) 9289-3363

DEPARTMENT OF SOCIAL SECURITY — Contact general enquires phone 132-468

Directories

ETHNIC COMMUNITIES REFERENCE YEARBOOK — Contains a directory of ethnic, multicultural and mainstream services working with NESB people in the youth, community, education, media, government and health sectors. Available from the Ethnic Communities Council for $20 plus $3 postage and handling phone (02) 9319-0288.

'ETHNIC CONTACT LIST' POSTER (Fairfield LGA) — Available free from Ettinger House phone (02) 9754-1811.

'ETHNIC CONTACT LIST' POSTER (Greater/Outer West, ie Blue Mountains, Blacktown, Hawkesbury and Penrith LGAs) — Available free from Ethnic Affairs Commission, Blacktown, phone (02) 9831-5622.

Networks / Forums

NESB Youth:

NSW NESB YOUTH ISSUES NETWORK (NYIN) — Contact NESB Youth Development Worker at YAPA on phone (02) 9281-2344.

ST GEORGE / SUTHERLAND MULTICULTURAL YOUTH FORUM — Contact Community Projects Officer, St George Migrant Resource Centre, Community Projects Officer phone (02) 9597-5455.

ECC YOUTH SUB-COMMITTEE — Contact Youth Vice Chairperson, Ethnic Communities Council, phone (02) 9319-0288

NESB YOUTH ISSUES WORKING PARTY (Eastern Sydney) — Contact Chairperson C/- Royal South Sydney Hospital, phone (02) 9697-8147

MACARTHUR MULTICULTURAL YOUTH FORUM — Contact Multicultural Youth Worker, Macquarie Fields Youth Centre phone (02) 9829-5160.

SYDNEY REFUGEE YOUTH INTERAGENCY — Contact Indochinese Youth Development Worker, Fairfield Migrant Resource Centre phone (02) 9727-0477.

KHMER, LAO, HMONG YOUTH ISSUES GROUP — Contact Burnside Cabramatta youth worker, phone (02) 9728-4411.

BEST COPY AVAILABLE

NESB YOUTH EDUCATION NETWORK — Fairfield/Liverpool — Contact convenors at Vietnamese Australian Welfare Association on (02) 9707-1519

NESB YOUTH EDUCATION NETWORK — Marrickville — Contact convenor at Marrickville Youth Resource Centre on (02) 9564-3222.

CIRCUIT BREAKER NETWORK — Contact convenor, Circuit Breaker Coordinator, Parks Community Network phone (02) 9604-8502.

Youth Networks / Services

Contact the youth worker at your Local Council or YAPA on phone (02) 9281-2344.

Migrant Networks/Services — Contact the ethnic community worker at your local Council or the Ethnic Communities' Council of NSW (ECC) on phone (02) 9319-0288.

Reports / Research

On NESB Young People in different areas around NSW:

NESB YOUTH NEEDS IN BLACKTOWN AND PARRAMATTA- STRATEGIC PLAN REPORT, Blacktown Youth Services Association and Holroyd/Parramatta Migrant Services, 1992. Available from Holroyd/Parramatta Migrant Services phone (02) 9631-1777.

PROFILE OF YOUNG PEOPLE FROM NESB IN THE EASTERN SUBURBS E. D'Urso and Assoc, Tony Giardina and the NESB Youth Issues Working Party 1996. Available from the NESB Youth Issues Working Party c/o phone (02) 9697-8147.

GROWING UP DIFFERENT — A report of the NESB MAPS Youth Project for the Ethnic Communities Council (ECC) of Newcastle and Hunter region, Prepared by Key Insights, 1995. Available from ECC of the Newcastle and Hunter region phone (049) 29-5880.

YOUNG PEOPLE OF NESB IN LIVERPOOL David Hemmings—Liverpool Migrant Resource Centre (MRC) 1996. Available from the Liverpool MRC phone (02) 9601-1398.

ISSUES AFFECTING INDOCHINESE YOUNG PEOPLE IN FAIRFIELD, Stefanie Hasleton and Margo Rawsthorne, Ettinger House 1995. Available from Ettinger House phone (02) 9754-1811.

JUVENILE JUSTICE AND YOUNG PEOPLE OF NESB, Human Rights and Equal Opportunity Commission, 1994. Available from HREOC phone (02) 9284-9600.

ACCESS AND EQUITY TO EDUCATION, EMPLOYMENT AND TRAINING BY VIETNAMESE YOUTH, Rick Yamine and Anne-Marie Elias for the Vietnamese Australia Welfare Association (VAWA), 1992. Available from VAWA phone (02) 9793-7129.

LOOK INTO OUR EYES ... Personal Development and Indochinese students, Ninh Nguyen, Care Force 1991.

GRANT-IN-AID (GIA) RESOURCE KIT ON YOUNG PEOPLE — A basic directory of youth services and summary of issues affecting NESB young people produced by the GIA Youth Working Party. Available from YAPA on phone (02) 9281-2344.

ETHNIC MINORITY YOUTH IN AUSTRALIA: Challenges and Myths, edited by Carmel Guerra and Rob White 1996 — Available from the National Clearinghouse for Youth Studies for $32 phone (002) 20-2591.

VIETNAMESE YOUTH IN NSW—Service Provisions and Strategies, Ethnic Affairs Commission (EAC) of NSW, 1994 — Available from EAC phone (02) 9716-2222.

JUVENILES IN DETENTION—ISSUES OF OVER-REPRESENTATION, Michael Cain, Department of Juvenile Justice (DJJ), 1995, and SPECIAL NEEDS GROUPS, Michael Cain, DJJ, 1994 — Both publications available from DJJ phone (02) 9289-3363.

ARABIC SPEAKING YOUTH IN THE ST GEORGE AREA, St George Lebanese Joint Committee, 1996.

ETHNIC MINORITY YOUTH IN AUSTRALIA —CHALLENGES AND MYTHS. Edited C Guerra & R White, 1995. Availalbe from National Clearinghouse for Youth Studies phone (002) 20 2591.

WE'RE JUST LIKE OTHER KIDS!—STREET FREQUENTING YOUTH OF NON-ENGLISH SPEAKING BACKGROUND. Bureau of Immigration, Multicultural and Population Research, 1996. Available from Dept of Immigration and Multicultural Affairs phone (06) 264 3395.

Interpreters and Translation Services

TRANSLATING AND INTERPRETING SERVICES (TIS) — phone 131-450 (24 hours a day, 7 days a week).

ETHNIC AFFAIRS COMMISSION — Contact head office phone (02) 9716-2248, Hunter region phone (049) 29-4191, Illawarra region phone (042) 26-8480, Western Sydney phone (02) 9831-5622.

HEALTH CARE INTERPRETER SERVICE (HCIS) — For the health sector. Phone (02) 9516-6999.

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Other A&E Resources

PLANNING MANUAL FOR COMMUNITY SERVICES, Blacktown Migrant Resource Centre, Blacktown City Community Services Network and Ethnic Communities' Council of NSW, 1996 — A manual to assist services to better target people from NESB, Indigenous background, and people with disabilities. Available from Blacktown City Community Services Network phone (02) 9832-4762.

Office of Multicultural Affairs (OMA) FACT SHEETS AND BOOKLETS — phone (02) 9271-5111.

Anti-Discrimination Board: — INFORMATION AND TRAINING available phone (02) 9318-5400.

A&E and Cultural Sensitivity Training / Trainers

The following services can either provide a list of trainers or deliver training.

YOUTH ACTION AND POLICY ASSOCIATION (NSW) — phone (02) 9281-2344.

ETHNIC COMMUNITIES' COUNCIL OF NSW —phone (02) 9319-0288.

CENTRE FOR COMMUNITY WELFARE TRAINING (CCWT) — phone (02) 9281-8822.

MIGRANT RESOURCE CENTRE (MRC) in your local area. Contact the Ethnic Communities Council — phone (02) 9319-0288.

CULTURAL DIVERSITY TRAINING UNIT (University of Sydney) — phone (02) 9351-6383.

WESTERN SYDNEY COMMUNITY FORUM (for services in Western Sydney) —Contact Community Training Officer phone (02) 9687-1456.

ETTINGER HOUSE (for services in the Bankstown, Liverpool and Fairfield LGAs) — phone (02) 9754-1811.

BLACKTOWN CITY COMMUNITY SERVICES NETWORK (for services in the Blacktown LGA) — phone (02) 9832-4762.

TRI COMMUNITY EXCHANGE (for services in the Blue Mountains, Hawkesbury and Penrith LGAs) — phone (047) 211-866.

SAAP TRAINING UNIT (for Supported Accommodation Assistance Program services) —phone (02) 9716-2304.

PETER SLATTERY —phone (02) 9569-5093.

This list is not exhaustive. If you would like to make comments or be included in a possible reprint in the future, please contact YAPA on phone (02) 9281-2344 or fax (02) 9211-2037.